

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS


Coaching vs. Teaching in Routines Based Intervention

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Learner Objectives

Participants will ...

- Review Routines Based Intervention as it applies to early intervention providers
- Understand the difference between coaching and teaching
- Understand that adults have different learning styles and that the practitioner must adjust his/her coaching style to match the learning style of the adult(s) they serve
- Analyze video samples demonstrating routines based coaching
- Evaluate the effectiveness of creating an environment where the practitioner is the coach and the parents are their child's first and best teachers

Let's review...

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Routines Based Intervention

Routines Based Intervention is a systematic approach to embed intervention consistently by all family members and service providers throughout the day rather than in individual, isolated therapy sessions.

Autism Connect, Autism research, education and advocacy.
http://www.autismconnectmd.org/education/methods/family_guided.html

Using Routines-Based Interventions in Early Childhood Special Education

Table 1. Jung's ROUTINE Concepts and Criteria for Early Intervention Strategies (2007)

Concept	Criterion
Routines based	Intervention strategies fit normally into routines without taking time and attention away from following them.
Outcome related	It is easy to identify the connection between the intervention strategy being used and the developmental outcome it is targeting.
Understandable	Intervention strategies are written in ways so that all team members understand what to do without knowing professional jargon.
Transdisciplinary	Strategies combine several discipline-specific interventions into a single activity that fits into routines and meets goals.
Implemented by family and caregivers	Intervention strategies are designed to be carried out by families, teachers, and aides in daily activities and routines.
Nonjudgmental	Intervention strategies emphasize shared roles and responsibilities of team members without compliance being an issue.
Evidence based	Intervention strategies use approaches most appropriate and proven effective in supporting targeted developmental outcomes.

Embedding Speech, Listening, Language, and Cognition into Daily Routines

GOALS:

- Help professionals understand and implement the shift of service delivery from a clinical, therapist directed model to a routines based family centered model
- Create a planning tool for teachers to use their periodic and assessments to the routines based approach
- Organize a method of introducing routines based intervention to professionals and families
- Utilize evidence based practices and supplemental resources that support routines based intervention

1 Clinical to a Routines Based Method

2 Planning Tool

3 Organize a Method

4 Supplemental Resources

ROUTINE BASED INTERVENTION

CAREGIVER

COMMUNITY BASED

PLAY

PREACADEMIC

SPEECH

LANGUAGE

LISTENING

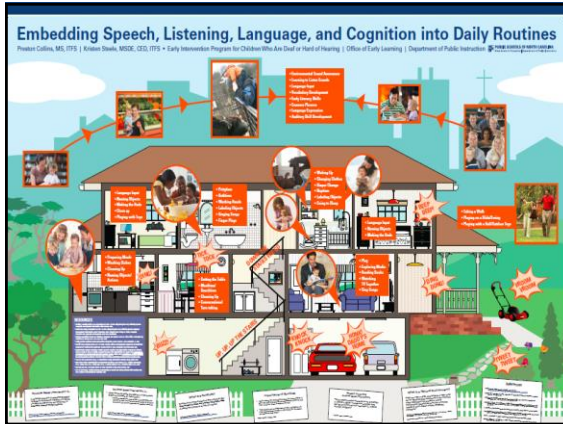
COGNITION

FAMILY ROUTINES INTERVIEW

IFSP DEVELOPMENT WITH TEAM



FORMS USED WITH FAMILY TO ACHIEVE OUTCOMES

Proctor, Cullen, MEd, 1992
 Kristen Strunk, MEd, CSD, 1973
 Early Intervention Program for Children Who Are Deaf or Hard of Hearing
 Office of Early Learning
 Department of Public Instruction
 Michigan, Division of Early Childhood



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What's the big idea?


- Coaching
 
- Teaching
 

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What do you really know about Coaching?


True or False?
 Retrieved from <http://www.eilts-ga.org/assets/Home-Based-Coaching-Pre-Post-Test-Answers.pdf>

1. Coaching is a "hands off" approach. The early intervention provider talks with the caregivers and shares strategies to help their children grow and learn in everyday routines.
2. In the Coaching approach, the early intervention provider is primarily focused on developing and monitoring a plan for the caregiver-not the child.
3. Early intervention providers keep caregivers engaged in learning by coaching on new intervention strategies or routines in each visit.
4. Coaching should be used primarily with caregivers who have time, interest, and resources to embed intervention in their daily routines and activities. Research has shown it isn't for every family.
5. The most effective feedback is family centered and performance based.
6. Overall, research has shown that early intervention providers use direct teaching and practice with feedback as their preferred coaching strategies.
7. Research has shown that adults learn efficiently through observation of others with opportunities to ask questions.
8. According to adult learning, thinking and talking about what you are doing increases understanding and ability to use the information meaningfully.
9. Conversations and information sharing are coaching strategies used throughout the home visit to develop and sustain the partnership.
10. Research to date has identified problem solving as a coaching strategy with benefits for both the early intervention provider and the caregiver.

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What is Teaching?


- Teaching is the act of presenting ideas or concepts through the use of structured syllabi or classroom techniques.
- Teachers talk about:
 - what they are doing
 - how they did something
 - how the student can benefit from some of the things they have just learned

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What is Coaching?

- Coaching is an *adult learning strategy* that is used to build the capacity of a parent or caregiver to...
 - Improve existing abilities
 - Develop new skills
 - Gain a deeper understanding of their practices for use in current or future situations

Dathan D. Rush, M'Lisa Shelden *Coaching Quick Reference Guide* BriefCASE Vol. 1 No. 1 January 2008 FIPP

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What is Coaching?

“The GOAL of the coaching model is to empower parents and caregivers so the therapies they're doing with their children feel natural and become authentic. Working with your child should not feel like work”

New Path The Support for Families in Early Intervention
<http://newpath-thearcofva.org/newpath/early-intervention/coaching-in-earlyintervention/>

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What is Coaching?

- Coaching is act of engaging the student in an actual problem solving discussion during which something new is learned
- A Coach is
 - A guide
 - A motivator
 - Encourager, supporter
 - Less focused on telling or showing
 - More focused on asking questions and participation
- Coaching
 - Observation
 - Feedback based on their observations

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Differences between Coaching and Teaching

- Teaching is a one way interaction
 1. It is about the teacher
 2. The teacher shares information the student needs or wants to know
- Coaching requires cyclical, ongoing interaction. The Coach..
 1. Teaches or models something to the student
 2. Observes the student
 3. Provides feedback

STEP 7

The "Coaching" technique.

The "Coaching" model of early intervention is a natural approach to early intervention and is best understood when contrasted with the traditional "Direct Therapy" model of instruction.

<p>Coaching</p> <p>The interaction between the parent and child is nurtured by the professional.</p> <p>The professional observes and supports the interaction.</p> <p>The parent implements the program for his/her child and the professional coaches the parent, making suggestions.</p>	<p>Direct Therapy</p> <p>The interaction is between the child and the professional.</p> <p>If present, the parent is in the role of an observer.</p> <p>The professional implements the program to increase the child's language.</p>
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What does this look like in practice when working on *modeling language*?

<p>Coaching</p> <p>"You do such a great job of recognizing Johnny's signals and knowing what they mean. Now we want to take that a step further. I'm going to help you practice getting him the words for what he would say if he could talk. That's called 'modeling' language."</p>	<p>Direct Therapy</p> <p>"Whenever Johnny attempts to ask for something or tell me something, I'm going to model that language for him. That's what I want you to do throughout the day."</p>
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What does this look like in practice when working on *comprehension checks*?

<p>Coaching</p> <p>"You said that you think your child understands, 'ball', 'car' and 'baby'. Let's put those toys and a couple of others around the room and see if he looks toward the named toy when we ask, 'Where's the baby?'"</p>	<p>Direct Therapy</p> <p>"Here is a list of words that I have charted that your child knows. He knows ten more words than he knew the last time I charted them. Here's a list of some more you can work on."</p>
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How are these examples different?

<p>Coaching</p> <p>Family centered Focus on the parent skill Parent gets hands-on practice in real-life situations The parent is key to implementation The professional is in the wings</p>	<p>Direct Therapy</p> <p>Child centered Focus on the child skill Parent is given instructions The professional is key to implementation The parent is in the wings</p>
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The traditional "Direct Therapy" model can be an effective one for an older child. However, for the infant and toddler at home with the parents, the "Coaching" model has great benefits. Through coaching, generalization information and skills to make informed decisions for their child and family. The parent-child interaction becomes enriched and enhanced. Parents become more confident and competent in caring for their child. The child's language and auditory skills grow and mature as the parents and child bond and build memories that will last a lifetime.

"From Learn to Talk Around the Clock by Karen Rossi"

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Evidence Based Coaching Practices

"The role of the early intervention practitioner is that of a *coach* rather than a direct therapy provider."

Campbell, S.K. (1997). Therapy programs for children that last a lifetime. *Physical and Occupational Therapy in Pediatrics*, 17 (1), 1-15
 Dathan D. Rush, M'Lisa Shelden. *Evidence-Based Definition of Coaching Practices* BriefCASE Vol. 1 No. 6 June 2005 FIPP

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Evidence Based Definition of Coaching Practices

Hanft & Pilkington (2000) have encouraged early childhood practitioners to reconsider their role and "to move to a different position **alongside a parent as a coach** rather than the **lead player**."

Hanft, B.E., & Pilkington, K.O. (2000). Therapy in Natural Environments: The means or end goal for early intervention? *Infants and Young Children*, 12(4), 1-13
 Dathan D. Rush, M'Lisa Shelden. *Evidence-Based Definition of Coaching Practices* BriefCASE Vol. 1 No. 6 June 2005 FIPP

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Evidence Based Coaching Practices

"Coaching allows for more opportunities to promote development and learning than direct intervention by the therapist or educator."

Hanft, B.E., & Pilkington, K.O. (2000). Therapy in Natural Environments: The means or end goal for early intervention? *Infants and Young Children*, 12(4), 1-13
 Dathan D. Rush, M'Lisa Shelden. *Evidence-Based Definition of Coaching Practices* BriefCASE Vol. 1 No. 6 June 2005 FIPP

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Evidence Based Definition of Coaching Practices

- “The Practitioner-as-Coach approach provides the necessary parent supports to improve their child’s skills and abilities rather than work directly with the child.”

Rush, D.D. (2000). Perspective. *Infants and Young Children*, 13 (2), vi-ix.
 Dathan D. Rush, M’Lisa Shelden. *Evidence-Based Definition of Coaching Practices* BriefCASE Vol. 1 No. 6 June 2005 FIPP

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Evidence Based Coaching Practices

- Dinnebeil, McInerney, Roth, and Ramasway (2001) examined the role of the itinerant early childhood special education teachers and concluded that teachers...
 - “Should be prepared to act not simply as *consultants* but as *coaches*.”
- This offers a more structured system for
 - joint planning for new learning
 - engaging in feedback
 - modeling by a coach

Dinnebeil, L.A., McInerney, W.F., Roth, J., & Ramasway, V. (2001). Itinerant early childhood special education services: services delivered in one state. *Journal of Early Intervention*, 24, 35-44.
 Dathan D. Rush, M’Lisa Shelden. *Evidence-Based Definition of Coaching Practices* BriefCASE Vol. 1 No. 6 June 2005 FIPP


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Evidence Based Coaching Practices

“How People Learn”
 National Research Council, NRC

- Purpose: identify teaching practices and environments that promote successful learning (Bransford et al., 2000)
- 3 key findings for teaching and the design of adult learning environments (Donovan et al., 1999)


Bransford, J.D., Brown, A.L., & Pellegrino, J.W. (Eds.) (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
 Donovan, M.S., Bransford, J. D., & Pellegrino, J. W. (Eds.). (1999). *How people learn: Bridging research and practice*. Washington, DC: National Academy Press.
 Dathan D. Rush, M’Lisa Shelden. *Evidence-Based Definition of Coaching Practices* BriefCASE Vol. 1 No. 6 June 2005 FIPP

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Evidence Based Coaching Practices

Findings


1. The Learner enters an environment with preconceived ideas about a subject matter
 - New information may not be learned if their current understanding is not recognized and made explicit

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Evidence Based Coaching Practices

Findings

2. To develop a deeper understanding, the learner must..
 - Have a solid base of factual knowledge
 - (Parent education, audiological, what it takes, auditory, speech, and language development)
 - Understand these facts within the context of a conceptual framework
 - Learning the strategies and practicing them with their coach
 - Organize the information to facilitate easy recall, use, and transfer to other situations
 - Carryover and generalization

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Evidence Based Coaching Practices

Findings

3. The learner must acquire a meta-cognitive approach in which they assess their own
 - level of understanding
 - establish learning goals
 - measures progress

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Evidence Based Coaching Practices

Coaching in Early Childhood Intervention

- Coaching promotes self-reflection and refinement of current practices by the practitioner
- This results in the competence and mastery of desired skills for the practitioner, the child, and the family

Doyle, J.S. (1999). *The business coach: a game plan for the new work environment*. New York, NY: Wiley and Sons.
Dunst, C.J., Herter, S., & Shields, H (2000). Interest-based natural learning opportunities. *Young Exceptional Children Monograph Series No. 2: Natural Environments and Inclusion*, 37-48.
Dathan D. Rush, M'Lisa Shelden. *Evidence-Based Definition of Coaching Practices BriefCASE* Vol. 1 No. 6 June 2005 FIPP

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Evidence Based Coaching Practices

- Coaching builds the capacity of family members to promote the child's learning and development
- Includes being with the people the child *wants and needs to be with* doing what the child *likes and needs to do*...

Shelden, M.L. & Rush, D.D. (2001). The ten myths of providing early intervention services in natural environments. *Infants and Young Children*, 14(1), 1-13.
Dathan D. Rush, M'Lisa Shelden. *Evidence-Based Definition of Coaching Practices BriefCASE* Vol. 1 No. 6 June 2005 FIPP

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Evidence Based Coaching Practices

- Key people in the child's life gain competence when a coach supports them in blending new or existing knowledge, skills, and experiences to interact with a child in everyday situations.

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Evidence Based Coaching Practices

Coaching is “not telling people what to do, but giving them a chance to examine what they are doing in light of their intentions”

Flaherty, J. (1999) *Coaching: Evoking excellence in others*. Boston: Butterworth-Heinemann
 Dathan D. Rush, M'Lisa Shelden *Evidence-Based Definition of Coaching Practices BriefCASE Vol. 1 No. 6 June 2005 FIPP*

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Evidence Based Coaching Practices

- Coaching can be used to
 - Improve existing practices
 - Develop new skills
 - Promote continuous self-assessment and learning

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Evidence Based Coaching Practices

- The Role of the Coach
 - Provide supportive and encouraging environment
 - The coach and the parent jointly examine and reflect on current practices
 - Together they apply new skills and competencies with feedback, and problem-solve challenging situations

Kinlaw, D.C. (1999). *Coaching for commitment: Interpersonal strategies for obtaining superior performance from individuals and teams*. San Francisco: Jossey-Bass
 Dathan D. Rush, M'Lisa Shelden *Evidence-Based Definition of Coaching Practices BriefCASE Vol. 1 No. 6 June 2005 FIPP*

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Evidence Based Coaching Practices


- The Coach's ultimate goal..
 - Sustained performance in which the learner has the competence and confidence to engage in
 - self-reflection
 - self-correction
 - generalization of new skills and strategies to other situations as appropriate

Kinlaw, D.C. (1999). *Coaching for commitment: Interpersonal strategies for obtaining superior performance from individuals and teams*. San Francisco: Jossey-Bass
Dathan D. Rush, M'Lisa Shelden Evidence-Based Definition of Coaching Practices BriefCASE Vol. 1 No. 6 June 2005 FIPP

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Coaching Characteristics

- Joint Planning
- Observation
- Action/Practice
- Reflection
- Feedback




Dathan D. Rush, M'Lisa Shelden
Evidence-Based Definition of Coaching
Practices BriefCASE Vol. 1 No. 6 June 2005 FIPP

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Step 1 Joint Planning

- What the Coach Does:
 - Begins each session with a review of previous joint plan
 - What did the parent do between sessions?
- What the Parent Does:
 - Shares what they have tried or accomplished between sessions

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Step 1 Joint Planning

- What the Coach Does:
 - Ends each session with a plan of who is going to do what based on the actions and ideas discussed
- What the Parent Does:
 - Identifies what they want to try/accomplish between sessions

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Step 2 Observation

- What the Coach Does:
 - Observes the child and family/care givers interact with the child within the *context of everyday activities*
- What the Parent Does:
 - Observes the coach **model a behavior or activity** with the child in the *context of an everyday activity* with an explicit understanding of **WHAT/WHY** they are watching

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Step 3 Action/Practice

- What the Coach Does:
 - **Interacts directly** with the child to **model** a behavior or activity or assess the child in the *context of an everyday activity* with an explicit understanding by the parent or caregiver of **WHAT/WHY** they are watching
- What the Parent Does:
 - **Tries/practices** new ideas/actions related to the goals previously discussed

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Step 4 Reflection

- What the Coach Does:
 - Asks reflective questions to assist parent in analyzing the current situation/session
 - Generates alternatives and actions for continually improving their knowledge and skills in promoting child participation in *everyday activities* thereby achieving desired priorities/goals

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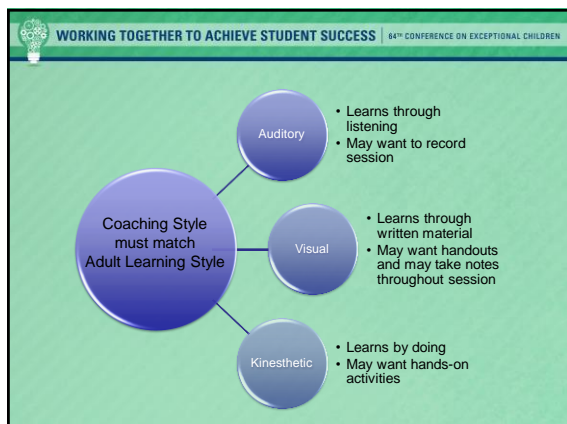
Step 4 Reflection

- What the Parent Does:
 - Determines what worked well and what did not work... and why
 - Develops ideas/actions to continued progress and/or other strategies to try

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Step 5 Feedback

- What the Coach Does:
 - Uses non-committal acknowledgement to affirm what the parent/caregiver says or does
 - Provides feedback when necessary
 - Shares information to build upon the parent/caregivers knowledge and skills



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Practitioner as Coach: Our Role in Early Intervention


- Refocusing our Perspective...circa 1990
 - Shelden and Rush looked back at their careers and began to understand that bringing the clinic-style therapy into families' living rooms didn't make sense...but that
 - Being in a family's home provides a wealth of critical information and should heighten our sense of responsibility
 - Understanding that using the family/child's interests, routines, rituals, and priorities was the venue for promoting the child's existing abilities and learning new skills

Darren D. Rush, M'Lisa Shelden. Practitioner as Coach: Our Role in Early Intervention. BriefCASE Vol. 9 No. 3. American Association for Home-Based Early Interventionist News Exchange and located at <http://www.aahbei.org>

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Practitioner as Coach: Our Role in Early Intervention

- By providing therapy to the child AND giving homework to the parent we were...
 - Disrupting well-established, meaningful learning opportunities (Raab & Dunst, in press)
 - Telling the parents what was very often our priority, not theirs
 - Not making recommendations within the context of their natural occurring activities

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Practitioner as Coach: Our Role in Early Intervention

- We were sending the message that the child needed something only we could do.
- Our well intended efforts emphasized our importance and inadvertently diminished the significance of the fundamental role that families play in relation to child learning.

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Practitioner as Coach: Our Role in Early Intervention

DO this...	INSTEAD of...
✓ Appreciate what the children and families can do	➤ dwelling on what they can't
✓ Build on parent knowledge and skills instead of	➤ creating dependence on us as professionals

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Practitioner as Coach: Our Role in Early Intervention

DO this...	INSTEAD of...
✓ Help parents identify and access desired resources	➤ Assuming the need for and benefit of professional services
✓ Recognize child and family strengths	➤ Emphasizing the problems
✓ Support family priorities and interests	➤ Dispensing professionally- driven recommendations


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Practitioner as Coach: Our Role in Early Intervention

"BUT what I'm doing is working...!"
"But we've always done it this way...!"

Let's reflect about evidence based practices..

1. What evidence do you have that the intervention you're using or recommending works?
2. What evidence do you have to demonstrate the child would not have made the same progress without the intervention(s)
3. How does what you're doing address the purpose of early intervention, which is to promote parent competence and confidence in helping their child learn and grow?
4. How do you know if your interventions are consistent with child and family interests, priorities, and routines or if these interventions actually impede a family's ability to participate in interest-based, real-life activities?

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Script for Explaining an Evidence Based Early Intervention Model Talking Points

Who we are

- As a practitioner
 - Professional Title
 - Qualifications and years of experience
 - Professional Role
- As an organization
 - Expertise supporting children with..
 - Professionals with degrees
 - Practice based on the best research available


• Sample Script

Dathan D. Rush, M'Lisa Sheldon. *Script for Explaining and Evidence Based Early Intervention Model*. BriefCASE Vol. 1 No. 3 June 2008 FIPP

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Script for Explaining an Evidence Based Early Intervention Model Talking Points

- Content of Visits
 - When we meet
 - What times are best for you and your child
 - Where we can meet
 - Park, Library, Restaurants, Grocery store, Child care
- Sample Script

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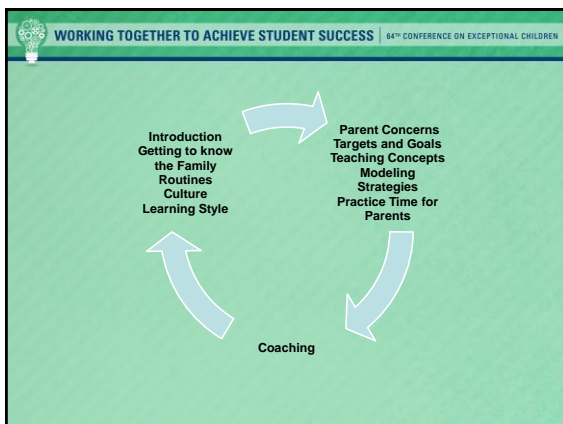
Script for Explaining an Evidence Based Early Intervention Model Talking Points

- **Parent Role**
 - Active participation is key
 - Identify activities, learning opportunities, and practices
 - Try some of the practices we talk about
 - Decide which practices work or what needs to be done differently
 - Parent reflection promotes improved child participation
- **Practitioner Role**
 - Primary person/coach supported by a team of skilled professionals
 - Focus of intervention
 - Identify activities, learning opportunities, and practices
 - Try some of the practices we talk about
 - Decide which practices work or what needs to be done differently

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Script for Explaining an Evidence Based Early Intervention Model Talking Points

- **How we Compare**
 - Interest/Routine based early intervention versus other approaches
 - Child-initiated, family driven versus adult-directed
 - Active parent participation/ parent capacity building



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In summary...

We have found that it's not really coaching
versus teaching...

but coaching **and** teaching – there is time
 and a need for both.

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“The best teachers aren’t just teachers.
 They’re also coaches.”

Knudstrup, P. (2010). *The 8 Essential Skills for Supervisors & Managers*. MCG Press.

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http://www.autismconnect.org/inclusion/methods/family_guided.html

Bransford, J.D., Brown, A.L., & Pellegrino, J.W. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

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Kirshaw, D.C. (1999). *Coaching for commitment: Interpersonal strategies for obtaining superior performance from individuals and teams*. San Francisco: Jossey-Bass

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Thank you! ☺
